



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 12491716
SAU: MSAD 55
School: South Hiram Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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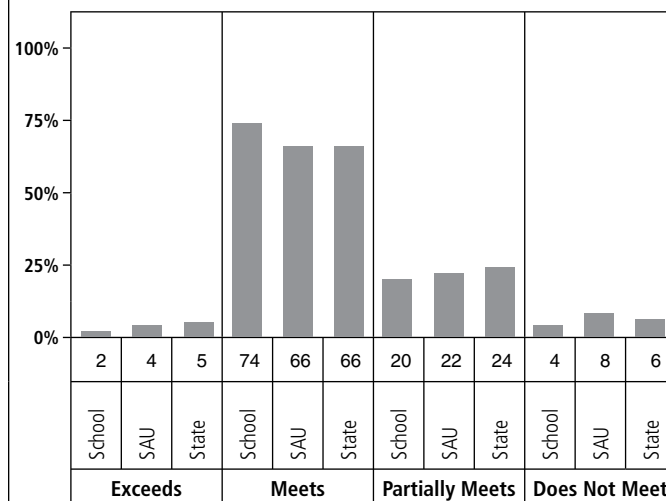
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 55
School: South Hiram Elementary School

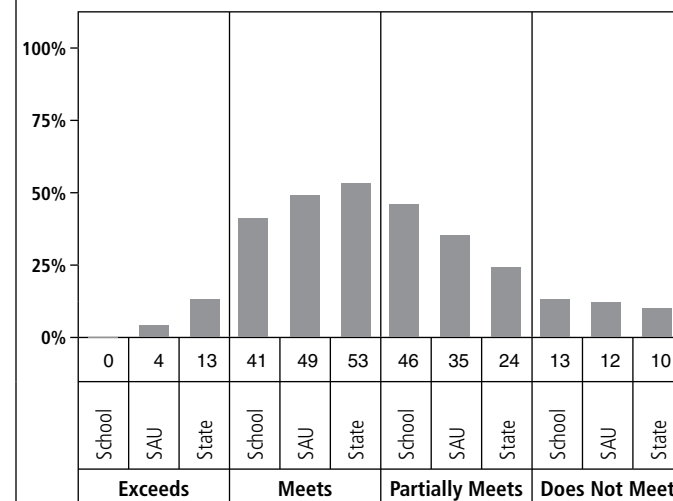
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	440	443	445
2007–2008	445	444	445
2008–2009	445	445	446
Cum. Avg.*	444	444	445
Mathematics			
2006–2007	440	442	445
2007–2008	443	444	445
2008–2009	439	443	446
Cum. Avg.*	441	443	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: MSAD 55
School: South Hiram Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	49	100	86	100	13805	100	47	96	84	98	13737	100	47	96	84	98	13746	100						
Ethnicity African American/Black	0	0	0	0	419	3	0	0	0	0	410	98	0	0	0	0	416	99						
American Indian or Native Alaskan	1	2	1	1	125	1	1	100	1	100	124	99	1	100	1	100	124	99						
Asian or Pacific Islander	0	0	1	1	229	2	0	0	1	100	223	97	0	0	1	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	48	98	84	98	12883	93	46	96	82	98	12832	100	46	96	82	98	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	10	20	17	20	2383	17	10	100	17	100	2366	100	10	100	17	100	2364	99						
Current LEP	0	0	1	1	377	3	0	0	1	100	362	96	0	0	1	100	373	99						
Economically disadvantaged	23	47	41	48	5819	42	22	96	40	98	5782	99	22	96	40	98	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	34	69	61	71	10439	76	33	67	61	71	10471	76						
Identified disability (PET/IEP)	2	6	3	5	351	3	2	6	4	7	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	12	24	22	26	3142	23	13	27	22	26	3138	23						
Identified disability (PET/IEP)	7	58	13	59	1860	59	7	54	12	55	1860	59						
LEP	0	0	1	5	186	6	0	0	1	5	198	6						
504 plan	1	8	1	5	71	2	1	8	1	5	73	2						
Other	4	33	7	32	1060	34	5	38	8	36	1043	33						
Participation through alternate assessment (PAAP)	1	2	1	1	155	1	1	2	1	1	137	1						
Identified disability (PET/IEP)	1	100	1	100	155	100	1	100	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	2	4	2	2	57	0	2	4	2	2	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 55
School: South Hiram Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	0	0	1	1	507	4
	2007-2008	0	0	3	3	559	4
	2008-2009	1	2	3	4	672	5
	Cum. Total*	1	1	7	3	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	18	50	57	61	8749	63
	2007-2008	29	67	56	60	8308	59
	2008-2009	34	74	55	66	8917	66
	Cum. Total*	81	65	168	62	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	14	39	27	29	3467	25
	2007-2008	13	30	29	31	3922	28
	2008-2009	9	20	18	22	3241	24
	Cum. Total*	36	29	74	27	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	4	11	8	9	1165	8
	2007-2008	1	2	6	6	1264	9
	2008-2009	2	4	7	8	751	6
	Cum. Total*	7	6	21	8	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.7	64.0	30.3	63.1	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	15.9	66.3	15.6	65.0	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	14.8	61.7	14.7	61.3	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 55
 School: South Hiram Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	1	2	34	74	9	20	2	4	445	83	4	66	22	8	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										0						408	2	51	31	16	441
American Indian or Native Alaskan	1										1						122	1	59	34	6	444
Asian or Pacific Islander	0										1						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	45	1	2	33	73	9	20	2	4	445	81	4	67	22	7	445	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	6	67	3	33	0	0	444	16	0	44	44	13	440	2211	1	39	42	18	439
No	37	1	3	28	76	6	16	2	5	445	67	4	72	16	7	446	11370	6	71	20	3	448
Current LEP																						
Yes	0										1						357	3	42	36	19	440
No	46	1	2	34	74	9	20	2	4	445	82	4	67	22	7	445	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	21	0	0	13	62	6	29	2	10	442	39	3	56	26	15	441	5677	2	57	32	9	443
No	25	1	4	21	84	3	12	0	0	447	44	5	75	18	2	447	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	46	1	2	34	74	9	20	2	4	445	83	4	66	22	8	445	13575	5	66	24	6	446
Gender																						
Female	30	1	3	22	73	5	17	2	7	445	53	6	70	17	8	446	6580	7	68	21	5	448
Male	16	0	0	12	75	4	25	0	0	445	30	0	60	30	10	442	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	3	30	7	70	0	0	439	14	0	29	71	0	439	2127	1	48	42	9	441
No	36	1	3	31	86	2	6	2	6	446	69	4	74	12	10	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										1						324	27	72	1	0	458
No	46	1	2	34	74	9	20	2	4	445	82	2	67	22	9	444	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 55
 School: South Hiram Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	0	0	100	415	4	2	45	36	17	441
B. less than one hour	41	1	5	12	63	5	26	1	5	444	55	7	65	26	2	447	75	5	67	23	4	447
C. one to two hours	54	0	0	20	80	4	16	1	4	445	37	0	74	19	6	444	18	5	67	23	5	447
D. more than two hours	4	0	0	2	100	0	0	0	0	451	5	0	50	0	50	440	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	41	1	5	14	74	2	11	2	11	446	41	9	74	9	9	447	40	8	71	17	4	449
B. good	50	0	0	17	74	6	26	0	0	444	49	0	63	29	7	443	45	3	66	25	5	446
C. fair	9	0	0	3	75	1	25	0	0	445	10	0	50	38	13	441	13	1	54	35	10	442
D. poor	0										0						2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	0	0	11	85	2	15	0	0	446	33	4	74	19	4	445	31	8	69	19	4	448
B. They match some of what I have learned.	63	1	3	20	69	7	24	1	3	444	58	4	65	25	6	445	53	4	68	23	4	447
C. They match just a little of what I have learned.	9	0	0	3	75	0	0	1	25	445	6	0	80	0	20	444	11	2	54	35	10	442
D. There is no match.	0										4	0	0	33	67	431	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	22	0	0	8	80	2	20	0	0	445	20	0	63	25	13	443	19	4	54	31	11	443
B. about the same as my regular schoolwork	63	1	3	22	76	6	21	0	0	445	63	6	71	21	2	446	63	6	69	22	4	447
C. easier than my regular schoolwork	15	0	0	4	57	1	14	2	29	440	17	0	57	21	21	443	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	4	0	0	0	0	2	100	0	0	435	11	0	0	56	44	432	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	61	1	4	22	79	4	14	1	4	445	48	3	78	15	5	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	35	0	0	12	75	3	19	1	6	445	41	6	71	21	3	447	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	5	71	1	14	1	14	445	14	0	75	17	8	448	21	8	68	19	5	448
B. 20 minutes to an hour	74	1	3	26	76	7	21	0	0	445	71	5	71	20	3	446	55	5	70	21	4	447
C. less than 20 minutes	4	0	0	1	50	0	0	1	50	438	6	0	40	20	40	437	13	2	57	33	8	443
D. I rarely read at home.	7	0	0	2	67	1	33	0	0	443	8	0	29	43	29	433	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	14	0	0	3	50	3	50	0	0	440	20	6	50	38	6	442	25	3	59	30	8	444
B. six to ten pages	23	0	0	7	70	3	30	0	0	443	29	4	61	30	4	444	24	4	64	26	6	445
C. eleven or more pages	63	1	4	21	78	3	11	2	7	445	51	2	73	12	12	446	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 55
School: South Hiram Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	1	3	3	3	1054	8
	2007-2008	1	2	3	3	1321	9
	2008-2009	0	0	3	4	1712	13
	Cum. Total*	2	2	9	3	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	15	42	48	52	7394	53
	2007-2008	21	49	47	50	7079	51
	2008-2009	19	41	41	49	7270	53
	Cum. Total*	55	44	136	50	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	14	39	27	29	3729	27
	2007-2008	14	33	35	37	3955	28
	2008-2009	21	46	29	35	3219	24
	Cum. Total*	49	39	91	34	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	6	17	15	16	1735	12
	2007-2008	7	16	9	10	1642	12
	2008-2009	6	13	10	12	1408	10
	Cum. Total*	19	15	34	13	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.3	54.8	28.5	59.4	30.8	64.2
A. Number	20	42	9.0	45.0	10.7	53.5	12.5	62.5
B. Data	8	17	4.9	61.3	5.0	62.5	5.3	66.3
C. Geometry	10	21	6.8	68.0	6.5	65.0	6.5	65.0
D. Algebra	10	21	5.7	57.0	6.2	62.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 55
 School: South Hiram Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	0	0	19	41	21	46	6	13	439	83	4	49	35	12	443	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										0						415	5	41	30	24	439
American Indian or Native Alaskan	1										1						123	12	46	28	13	445
Asian or Pacific Islander	0										1						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	45	0	0	18	40	21	47	6	13	439	81	4	49	35	12	443	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	4	44	3	33	433	16	0	44	31	25	438	2227	3	34	33	30	437
No	37	0	0	17	46	17	46	3	8	441	67	4	51	36	9	444	11382	14	57	22	7	448
Current LEP																						
Yes	0										1						370	7	35	31	27	439
No	46	0	0	19	41	21	46	6	13	439	82	4	50	34	12	443	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	21	0	0	6	29	11	52	4	19	436	39	0	44	38	18	440	5704	6	48	30	16	442
No	25	0	0	13	52	10	40	2	8	442	44	7	55	32	7	445	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	46	0	0	19	41	21	46	6	13	439	83	4	49	35	12	443	13603	13	53	24	10	446
Gender																						
Female	30	0	0	12	40	15	50	3	10	439	53	6	45	36	13	443	6591	12	54	24	11	446
Male	16	0	0	7	44	6	38	3	19	440	30	0	57	33	10	443	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	1	10	4	40	5	50	431	14	0	21	36	43	435	2131	3	41	38	18	440
No	36	0	0	18	50	17	47	1	3	442	69	4	55	35	6	445	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										1						324	64	34	2	0	464
No	46	0	0	19	41	21	46	6	13	439	82	4	49	35	12	443	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 55
School: South Hiram Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	50	50	0	441	4	4	37	30	28	438
B. less than one hour	41	0	0	6	32	10	53	3	16	437	55	7	52	28	13	444	75	13	55	23	9	447
C. one to two hours	54	0	0	13	52	9	36	3	12	442	37	0	52	39	10	442	18	12	54	24	10	446
D. more than two hours	4	0	0	0	0	2	100	0	0	440	5	0	0	75	25	436	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	39	0	0	9	50	8	44	1	6	443	46	5	61	32	3	447	37	22	56	16	7	451
B. good	50	0	0	9	39	10	43	4	17	438	42	3	40	40	17	440	45	9	56	25	9	446
C. fair	7	0	0	1	33	2	67	0	0	440	10	0	50	25	25	440	14	3	46	34	17	440
D. poor	4	0	0	0	0	1	50	1	50	423	2	0	0	50	50	423	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	15	0	0	3	43	3	43	1	14	438	24	10	45	35	10	445	35	19	56	19	7	450
B. They match some of what I have learned.	83	0	0	16	42	17	45	5	13	440	70	2	53	34	10	443	51	11	56	25	8	446
C. They match just a little of what I have learned.	2	0	0	0	0	1	100	0	0	440	2	0	50	50	0	444	10	5	43	31	21	440
D. There is no match.	0										4	0	0	33	67	430	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	35	0	0	6	38	8	50	2	13	439	27	0	50	41	9	441	17	5	44	31	20	441
B. about the same as my regular schoolwork	54	0	0	12	48	11	44	2	8	442	57	4	50	35	11	444	62	13	57	23	7	448
C. easier than my regular schoolwork	11	0	0	1	20	2	40	2	40	431	16	8	46	23	23	441	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	0	0	1	33	2	67	0	0	439	7	0	50	50	0	442	7	6	36	32	27	438
B. 30–45 minutes	11	0	0	1	20	2	40	2	40	430	18	13	47	13	27	444	25	7	52	28	12	444
C. 45–60 minutes	78	0	0	17	47	15	42	4	11	441	70	2	52	38	9	443	38	14	56	22	8	448
D. more than 60 minutes	4	0	0	0	0	2	100	0	0	438	5	0	25	50	25	436	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	13	0	0	4	67	2	33	0	0	445	7	0	67	33	0	445	3	4	36	31	28	438
B. two or three days a week	39	0	0	7	39	8	44	3	17	439	27	5	45	36	14	442	12	13	51	26	10	446
C. two or three times each month	39	0	0	6	33	9	50	3	17	437	40	3	39	39	18	440	32	15	58	20	7	449
D. never or almost never	9	0	0	2	50	2	50	0	0	444	27	5	64	27	5	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	39	0	0	5	28	11	61	2	11	437	27	0	32	50	18	437	26	12	50	25	13	445
B. two or three days a week	54	0	0	12	48	9	36	4	16	440	45	5	54	30	11	444	32	14	57	21	7	448
C. two or three times each month	2	0	0	0	0	1	100	0	0	440	16	0	54	38	8	443	26	13	56	22	8	448
D. never or almost never	4	0	0	2	100	0	0	0	0	448	13	9	64	18	9	448	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											